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ABSTRACT

With an increase in the need for education for individuals to function effectively in an information society, the pressure for human services providers to accept additional responsibilities to educate more of their clients has been recognized. However, professionals in education, allied health, mental health, and social work have not conceived their task to be that of providing both formal and informal education services. A much broader view of education beyond schooling and social services is needed. A new paradigm of education delivery and personnel preparation needs to be developed. The effort requires collaboration among human services professionals. For this effort, integration of the highly specialized human services professions is advocated, with emphasis on a core professional personnel preparation curriculum and a professional university organizational union of these professions. University programs of professional preparation in these fields must lead the way for change. Cooperation in the development of a human services education core curriculum and university reorganization of academic structures must be initiated by educators with systems perspectives on the spectrum of societal educational services delivery. (JD)

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A PARADIGM FOR HUMAN SERVICES EDUCATION IN A GLOBAL SOCIETY

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Introduction: Education Needs in a Global Society

Human needs for knowledge are exceeding the delivery capabilities of schools and other human services agencies. The technical capacity for knowledge to be transmitted around the globe, let alone in a community, requires adaptation in the education system. A vastly expanded paradigm of of education is required to address global societal change. A significantly increased level of cooperation is needed among services professions.

Professional fields of education, mental health, social work, and allied health--major parts of human services education--have begun to explore cooperation to respond to the need for a new system. Much more needs to be accomplished to develop a model for education in the current global society. A major task of the 80's is for human services fields to integrate their generic professional knowledge and to design a universally accessible education system. Educator preparation programs need to be expanded.

The United States is changing from an industrial society to an information and services society. Goods production has declined. As late as the 1950's, fifty percent of workers were in goods production; in 1983, less than half that number remain. Only four percent of workers are in agriculture. The majority of the work force is in human service employment.

Human services professionals usually have not been prepared to assume responsibility to

a. conceptualize their specialized educative functions in relation to the individual's life-span education needs,

b. understand the whole education delivery system to make appropriate referrals,

c. extend education and service to a segment of currently unserved unserved society whose information and education needs are increasing exponentially,

d. provide differentiated education services to the current school school populations not in the mainstream (the gifted and talented talented, learning disabled, handicapped, and disadvantaged.)

Egal tarian issues, such as these, are addressable through human services professions cooperation. A restructuring of the relationships among university programs with educator preparation goals, and through the development of a new paradigm of education which promotes synthesis. The problems of educating society are the responsibility of all human services educators. Teacher educators must accept their larger responsibilities to prepare educators, who can serve in nonschool settings. Similarly, the other human services professions must accept their responsible part in the delivery of education services. These professions must cooperate, and leadership must come from educators with a vision of the future information society as a system. New education resources may be found through a synthesis of human services education professions. This paper proposes a model of human services education.

To adapt to a rapidly changing world, people need continuous access to dependable and usable information. Information is widely distributed in society. It is only readily available to those who have the skills

and means to acquire it. In a world of information saturation, schools have to expand their roles. Education involves more than schooling.

This broader view of education has been addressed by Lawrence A. Cremin who defined education as "the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, values, attitudes, skills, or sensibilities, as well as any learning that results from the effort, direct or indirect, intended or unintended." (Cremin, 1980) This perspective suggests that the preparation of educators be focused on the educative process across the entire life span, and in all of the situations and institutions in which education occurs. This includes a very wide variety of social and cultural contexts. Education is viewed "relationally"--that is, each educational experience is seen in relation to all other experiences that contribute to the individual's learning.

Responding to the topic, "Incorporating an International Dimension in Teacher Education," this paper was prepared for presentation at the Thirtieth World Assembly of the International Council on Education and Teaching (ICET), July, 1983. The ICET Assembly topic was coordinated with the American Association for Colleges of Teacher Education theme, "The Redesign of Teacher Education for the Twenty-First Century."

The ICET Assembly focuses on the following global forces that affect both the highly technical and developing nations: Burgeoning populations, rapidly changing technologies, declining resources, uncertain quality of life, increasing know knowledge of human behavior, and expanding understanding of world forces.

In a global society in which people are increasingly being brought together, the capability to get and process information on a continuous and systematic basis is critical for success.

This paper is limited to consideration of the rationale for a paradigm shift (Ferguson, 1981) in education. The potential of a human services education model to address national and global issues is used to address the following questions:

A) What should be the purposes of education in an information society?

B) What current professions can contribute to a human services education model?

C) Which professions focus on goals of wellness and human development, rather than primarily on remediating pathology?

D) Realistically, which educative professions will choose to cooperate in the implementation of a new human services model?

E) How has the human services education concept evolved in the United States during the past decade?

F) What generic professional and liberal education knowledge is needed for preparing human services educators?

G) What are the world-wide implications of the human services education paradigm?

Deriving a Philosophy of Education for a Global Society

An interdependent world in which there is a rapid, but disparate, flow of information and populations across national boundaries requires a major adaptation in education services delivery systems. From almost any vantage point in the world today, there is information overload. Information is a key to success in today's world. Those citizens who have

systematic access to information--or education--will have influence; those people with scanty knowledge will have little power and success. Both the highly technical societies and the developing nations have large groups of citizens who have critical, unmet information needs. For these groups of citizens to become informed, educated, and integrated into society, a new approach to education and information dissemination and processing is needed.

In 1972 the International Commission on the Development of Education, appointed by UNESCO and presided over by Edgar Faure, came to the following conclusion regarding the philosophy needed for developing a global educational system:

> For many generations the sole purpose of education was to transmit values, knowledge, and skills which the adult world recommended to, or forced on, young people, in order to incorporate them in its society; hence, education could be wholly included in the State's duties toward its citizens, the schoolmaster's transmission of knowledge to his pupils and the child's relationship with its parents in the family.
>
> The present-day world no longer warrants this confidence of a bygone age. If it be our hope at once to fulfill the promises of democracy and to establish man firmly in the scientific and technical revolution, both now and in the future, education cannot be entrenched within any particular social classes or age groups, or be divided up into independent levels or streams; nor can it be reduced to a mere matter of State grants and family traditions. It must ensure a constant exchange of ideas between man and his social environment, and offer to everyone the opportunities of the learning society. This age, which Valery called that of the finite world, can but be the age of complete man. (Faure, 1972)

The problem of adapting the social service and educational practices of the highly developed nations in the less technologically

advanced countries has, in part, been a function of the high levels of professional specialization. Educators, social workers, psychologists, physicians, attorneys, and other human services professionals prepared for response to narrow needs of American society. It may be doubtful that leaders who plan programs for the preparation of physicians and lawyers will immediately choose to cooperate in human services education development. But professionals in education, mental health, welfare, and allied health have participated during the past decade in a variety of efforts to seek common benefits, while still allowing for further specialization in their fields. The human services (education in diverse settings) concept forecasts strong potential for renewed international efforts to embrace shared goals in personnel development and research on social change through education.

Assuring Universal Opportunities for Learning

In No Limits to Learning Botkin and others made the following statement about the international imperative for change in education system goals and delivery systems:

> Throughout history, the conventional formula used to stimulate innovative learning has been to rely on the shock of events. Sudden scarcity, emergency, adversity, and catastrophe have interrupted the flow of maintenance learning and acted--painfully, but effectively--as ultimate teachers. Even up to the present moment, humanity continues to wait for events and crises that would catalyze or impose this primitive learning by shock. But the global problematique introduces at least one new risk--that the shock could be fatal. This possibility, however remote, reveals most clearly the crisis of conventional learning: primary reliance on maintenance learning not only is blocking the emergence of innovative learning, but it renders humanity increasingly vulnerable to shock; and under current conditions of global uncertainty, learning by shock is a formula for disaster. (Botkin, et. al., 1979)

All is not grim, however. The social institution of education--beyond its varied reflections in schooling--is, and has been responsive to changing cultural needs. Cultural life has always been based on the adaptation of the social institutions. Yet, it is clear that adaptations do or do not occur as the result of the choices made by individuals who lead the social organizations which deliver needed cultural development in world information systems and social science knowledge. It is now time for a global educational perspective to be conceptualized. Levels of world information make a regional or national educational view too limited. Current educational delivery systems through formal schooling have become outdated. A major reconceptualization of education is needed to revitalize education.

The complexities of the natural and social world lead generally to two coping strategies, 1) to simplify reality (reductionism), or 2) to absorb complexity by differentiating, restructuring, and improving the means to cope with complexity. (Botkin, et. al., 1979) The synthesizing, reconceptualizing, and re-integrating of the human services professions is the latter approach to complexity--a bringing together of forces. As a whole, the cooperating professions have more potential for impact than they do as separate entities. A new meaning for education in the global society can result.

Botkin reflected on the importance of meaning in societal response to change. To create meaningful change in a social institution, such as education, the context within which a restructuring needs can take place must be understood. Taken as a single human service profession,

teaching is not in context. It is a part of the whole of the institution of education. The search for meaning of how parts relate to wholes is a global problem for the individual, as well as for social systems. Botkin and others made the following statement on importance of meaning:

> The search for meaning--the desire to grasp a problem, to understand its significance, and to envisage solutions--is central in the present world. One cannot make sense of the overwhelming overload of information without the selective criteria provided by meaning. One cannot avoid the noncritical acquisition of facts and the mechanical repetition of given patterns of action except through the grasping of meaning. It is the neglect of meaning when sending or receiving information, or when urging or undertaking action, that creates a risk of alienating the individual from society. (Botkin, et. al., 1979)

Societies have thrived or declined as a result of their adaptation to changing conditions. When faced with difficult economic conditions, lack of natural resources, or other factors, some societies have prospered through developing their human resources. Other societies have declined, although they had ample natural resources. The need for societies to develop themselves through improving their teaching/learning processes has always been important. It is critical today, particularly if highly technical societies are to provide individuals with sufficient meaning and autonomy to assure their productivity and well-being.

Yet, with contemporary patterns of interaction and mutual influence among people of the world, the need for adapting the institution of education to the changing needs of a shrinking world is even more critical. The probability for the citizens of the world (and citizens in the United States, as a case in point) to continue to have the breadth of

complex knowledge for understanding how influence is exercised and how opportunities are accessed depends on the emergence of a much improved delivery system of education. A new paradigm of "education beyond schooling" (Goodlad, 1975) is needed to serve citizens who are not involved in traditional school settings. But also, the traditional schools must broaden their knowledge bases for improving their programs. A global perspective is necessary for providing learners with the information for understanding the mutually influencing forces in the world.

Education in Varied Human Services Settings

The human services professions concept has been evolving during the past decade in the United States. A task force of the American Association for Colleges of Teacher Education (AACTE) has been developing the Association position on the interrelationships among educators in school and nonschool settings since 1976. The AACTE 1976 report, "Educating a Profession," encouraged American teacher education in the 80's "to respond to the changing needs of society by developing personnel for the many educational roles in the human services, while at the same time continuing to prepare educators for school and college assignments." (AACTE, 1976) This same report included the following additional critique of the past paradigms of education:

> ...Colleges of education (need to) seek resources to expand their program formats and philosophies to include the preparation of other human service professionals in addition to teachers, administrators, and counselors for public school settings. Also, colleges of education must develop new collaborative relationships with other professions in order to foster new attitudes and skills and reduce the parochialization of excessive specialization.
> (AACTE, 1976, p. 105)

An April, 1979, statement by the Commission on Programs and Projects Projects of the AACTE (entitled "Human Services and Teacher Education") criticized schools, colleges, and departments of education (SCDEs) saying they "have neglected to take full advantage of the critical role they have to play in the preparation of educational professionals who can and will work in other-than-school positions." (AACTE, 1979) In 1980, a subsequent Commission statement (entitled "The Practice of the Profession of Education in Diverse Settings") further evolved the concept, and the statement suggested that "the Task Force's work made it clear that we were not initiating a change: we were describing a dynamic and maturing movement...." (AACTE, 1980) The 1980 statement included the following perspective:

> Almost one-half of today's (education) graduates of SCDEs are finding positions in local, state, and federal agencies, in business and industry, in allied health professions, and in any number of other fields which involve educational functions.... Now it is time for us to realize the strengths of the generic competencies provided by SCDEs and to accept and claim the responsibility of preparing educational professionals for whatever setting.
>
> ....
>
> Pedagogy--the systematic study of teaching and learning--is the major responsibility of schools, colleges, and departments of education. It is and should continue to be our domain. Central to the programs of SCDEs and the work of program graduates, pedagogy includes generic content, issues and themes relevant to the educative process, such as understanding of settings, teaching strategies, curriculum development, human development, small and large group work, counseling, administration and management of organizations, and the advancement of learning. (AACTE, 1980, pp. 5-6)

The AACTE has continued its human services task force work, expecting to evolve still another position statement by 1984. In the

writers' opinion, the 1980 statement was a very useful transition perspective. For the future, however, the global realities in which human services educators will find themselves must be addressed in a paradigm for changing the educational system.

Deficiencies in the Current Teacher Education Systems

A review of school teacher preparation programs and other human services programs preparing professionals who provide varied degrees of education in nonschool settings shows a lack of common program planning. Most of these university programs are highly segmented, specialized, and very loosely associated. Only a small number of American universities have yet organized their resources to deliver graduates through an integrated program with a generic body of knowledge as the base for further specialization. It needs to be emphasized again, however, that the perspective of this paper is not to integrate these professions totally into one whole. But, rather the model suggested here advocates a systems perspective in which the education and human services delivery fields represent a whole. Graduates will continue to specialize as they advance in their training.

Contemporary educator preparation programs are just beginning to include knowledge of information technologies that could provide radically improved means for delivering education in nonschool settings. Education professionals have recently been required to develop minimal competencies, related to international cultural issues and human services education delivery systems.

If human services professionals are to maintain their positions as expert educators, they must provide a wider range of society with meaningful and valuable information. Particularly, since adults are the taxpayers who must fund educational opportunities, the future human services educators must provide these adult learners with access to services, career opportunities, and social mobility. In education, mental health, social work, allied health, and business and industry, the educators of the 80's must be prepared to deliver--through whatever technology or in whatever setting--needed information and concepts to many more people than has been the case in the past. The question of whether society will be required to provide universal, tax-supported education to all the members of society will be, in the writers' opinion, an important political issue of the 80's. In a democratic society, should not the education needs of adults and the gifted be as worthy for support through public funding as are the needs of the handicapped currently?

Professional educators in very technical nations are so highly specialized that they have limited capability to refer individuals to other agencies for services. An examination of the courses of study of most traditional specialized human services professional preparation programs indicates a dirth of requirements that school teachers know how to access the social services systems, or that physical therapists understand a process for referring a client to a chemical dependency counselor.

In the United States, the responsibility for knowledge of the human services system has been that of the citizen. With the myriad of human

services agencies, schools, and industries in the society, the problem of learning about the services available is, in itself, a worthy field of study. It is not surprising to find a large numbers in the society who lack opportunities for educative services because these individuals have not had any systematic education in the structure and function of these services. The education institution must take responsibility for providing citizens with the meaning of the human services systems. If systems are disjointed, some means for articulating them have to be found.

Particularly during the past two decades, traditional teacher preparation programs have made an effort to educate their candidates about some of the human differences that should be expected in the school-aged population. It is ironic, however, that teacher preparation has given little, if any, attention to the broader adult population variations. The need for education increases in correlation with increases in knowledge and with changes in technology. Since John Dewey there has been lip service from teacher education to his concept of "life-long" learning, but today's teacher education system has not taken seriously the need to teach adults and pre-school children from his point of view.

Contemporary four-year teacher preparation programs are inadequate for preparing master educators who can respond to the enormous appetite that a global information society has for information and education. Additionally, graduate study and continuing education for human services professionals is inadequate. It is frequently unsystematic and not focused on larger social issues of how to better provide learner access.

For educators to serve effectively as master teachers in both school and nonschool settings, these professionals will have to have significantly increased preparation.

The concept of a master teacher with a community offices from which "clients" may be provided educational information referral services has been proposed by Minnesota State Senator Jerry Hughes. Hughes has been able to get Legislative approval for initial efforts to develop "improved learning" projects. These projects use the concept of the master teacher as part of differentiated staffing. Parents are intensely involved in school program planning for their children and themselves. A concepts of community education, with the school being used for longer periods during the day, and for twelve months a year, is part of the Hughes' plan. The following suggests the intent of the Hughes' legislation:

> The teaching profession will not be in a position to fulfill its role in the future unless it is given, and develops itself, a structure better adapted to learning. Systematic use of learning technology has in some cases made it possible to speed up work on earlier plans for educational development and so gain time. Suitable education for increasingly numerous and differentiated learners calls for a thorough review of how we can do it better. Short study cycles running parallel to longer ones; use of educational assistants, as is characteristic of law and medicine, opens a new field of occupational endeavor for some, as well as providing improved learning for many.
>
> ....
>
> The formal education resources of our State, or most states for that matter, are enormous. We should devise ways to use all physical plant and personnel (faculty) of the education enterprise to the maximum. An integrated approach toward learning would combine a variety of educational inputs and means. The gap between institutions should be bridged. Cooperation between educational establishments and business companies constitute a key element in the overall learning society.... (Hughes, 1981)

Considering the increasingly wide variations in adult and child learners in terms of language skills, learning styles and abilities, ethnic and cultural variations, and other human development variables, the educator who can effectively teach others who are different must have much more preparation than possible within the education currently delivered in traditional teacher programs or through teacher inservice.

A Shift in the Education Paradigm Is Needed in an Information Society

Individuals vary considerably in their level of knowledge concerning the massive amount of information available about world issues. To conceptualize and effectively internalize widely divergent issues, people must have education which can meaningfully resolve life's issues. When individuals fail to assimilate the information required for accessing the specialized human services systems, society must develop new means to make its services known and available. As the mass media and transportation improvements continually draw the world population together, the need for educators increases, and the need for producing educators who have effective capabilities to assist widely varied members of the global society becomes imperative.

Education, as a social institution, must be able to deliver information systematically for assuring the maintenance of social order. But the provision of information is but a portion of the task of education. Education is responsible for providing knowledge of relationships and insights into the values that are transmitted. Because of the impact of technology on the global society, and because of the basic responsibility

for the advanced nations to share their knowledge and wealth with others, American educator preparation programs can no longer afford to take a provincial perspective in preparing teachers to teach primarily for the mainstream population of children and youth in American society.

Educators must have greater capabilities to understand human variables in learning the use of technologies for increasing educational opportunity, and the role of education in assuring democracy in a pluralistic society. Contemporary education can be a cruel hoax to the person who finds that his or her schooling has not, in fact, provided the opportunity for accessing cultural opportunities, employment, or social advancement based on knowledge and merit. The current educator preparation programs must be scrutinized for their capability to produce graduates who can help the full range of society to gain the skills and knowledge necessary for such growth. Capability for educators to merely transmit cultural values is not a broad enough goal for education in a global society.

Using an international perspective in professional program development requires a broader view of human diversity than has been conceived in the past. What generic core curriculum should human services educators have before they begin to specialize for one or more career options? What philosophy, knowledge, and skills must educators in a global society have to be consistent with the social, cultural, and economic realities in an interdependent world?

A comprehensive human services preparation program needs to be developed. Descriptions of the myriad of types of settings in which

education is and should be delivered need to be defined. The knowledge of human behavior, pedagogy, international affairs, social psychology, political science, liberal education, and other important content for the globally-effective, master human services educator needs to be delineated. The career ladder alternatives for these professionals must be outlined, and the problem of funding the renewal and development of educator preparation programs and delivery systems must be given attention in the 80's. Problems associated with the current salaries of teachers in traditional settings must be solved. Of these many important issues, this paper is limited to the discussion of a rationale for change toward the human services education concept.

Beyond reconceptualizing the philosophy, the scope of the education system, the preparation of its professionals, and the use of technology in the delivery of education, there is need for attention to improved research on adult learning. Also, there must be more efficient use of existing educational resources.

The 1983 National Council on Excellence in Education made severe criticisms of the lack of the use of schools for longer periods in the day and for the summer months. This Council was also very critical of the quality of teachers in the schools, the demands of the current curriculum, and the standards expected of students. (National Council on Excellence in Education, 1983)

While some of the criticisms of this Council may have been influenced by the prevailing political zeitgeist, it is clear that many

Americans are critical of contemporary schooling. With a small portion of citizens of school age, it is predictable that adults unserved by the educational system, and yet taxed for its support, would be easily inclined toward criticism. To expand the concept of education beyond schooling, and to deliver systematically a much wider set of educative opportunities for adults, a new education system is needed. Similarly, a new educator preparation system must be developed to provide the varied personnel needed.

Incorporating School and Nonschool Education into a Coherent System

Eugene W. Kelly addressed the need for a new "system" of education. He described the need as follows:

> For a long time there have been many forms of adult education in business, industry, and community agency settings. But--and this is my point here--the education that is taking place in different settings is not organized, either formally or informally, either tightly or loosely, into a working system.... A system is made up of parts that are related to one another in some important ways, and these interrelated parts have a certain order and structure to achieve common or similar goals.... What is lacking is a comprehensive system of education, a system that would provide strong working ties among all educators in all settings throughout our society. Although education has expanded all over the place, it has not expanded as a system of education, and this is a situation that can frustrate many potential opportunities to improve education on a broad scale.... The truism that education is undergoing great changes is manifest in the expanded and expanding concept and practice of education. This expansion prefigures the gradual emergence of a newly configured system of education. The challenge to all educators is to play a vigorous role in clarifying the unity of diverse educational practice and in shaping the comprehensive educational system of the future. (Kelly, 1982, pp. 5, 7, 44)

The provision of human services to people in need has been a major concern of modern societies. Government departments and social agencies

often have had to fill the void by providing human service functions that were previously performed by the family, church, tribe, clan, or community. There has been a steady evolution in the technological countries toward centralization of responsibility for human services--a phenomenon of the welfare-bureaucratic state. Yet, in developing countries, as well, government spending for human service programs has constituted a large portion of nations' budgets.

Human services programs have been defined as planned activities which provide comprehensive and integrated help to people who need information (education and services) related to health, mental health, education, social welfare, criminal justice--in fact, in all aspects of the social and physical environment affecting people's lives. Hospitals, community mental health centers, schools, universities, social service agencies, prisons, and half-way houses are examples of agencies with human services education programs. The generic goals of these programs are to improve the quality of people's lives by resolving their need for information and services, many of which are interconnected with individual growth and adjustment to social change. (Atkisson and Browskowski, 1978) Also, an integrated human services education system should have the capability to teach individuals the skills needed for self-understanding, self-direction, and self help. These skills have frequently been the goals for mental health and social work educators.

The traditional professional personnel preparation programs for teachers (as well as other human services personnel) are not designed to

provide individuals with an understanding of the interrelationships and mutual influences of the human social services systems--let alone the complex relationships among the mass media, the family, the peer group, and the formal educational institution's programs. While educators and other human services professionals may share the common goal of developing opportunities for maximum individual growth, there has been little reciprocal understanding among human services professionals of their common behavioral science knowledge, or of their varied services delivery systems. In the writers' opinion, the human services education concept described in this paper is an effort to address the need for an integrated and wholistic view of human development in a complex world.

The initial phase of the professional human services preparation program should be substantially strengthened, whether for preparation of students for careers in mental health, social work, education, industrial training, allied health, or other human services positions. Prospective human services professionals should have experiences and courses which provide an understanding of the formal and informal settings in which a culture provides educational experiences. Programs should give these professionals experiences with both school and nonschool systems of education, and students should have experience with widely diverse populations of learners. A broad base of courses and experiences is needed to allow students to understand the spectrum of human services into which a person, as a life-long learner, is to grow or stagnate. A spiral approach to exploration of career specialization should be founded on a strong base of generic knowledge and skills.

Critics of the Human Services Education Concept

There are critics of the human services cooperative professions concept. Some American educators have indicated that this wholistic and global view is somehow a weak "yielding to the temptation to turn attention away from traditional institutions of education." (Graham, 1982) The 1983 National Council on Excellence in Education has recommended that the schools be strengthened. Few serious educators would disagree. The concept of returning to basic content of mathematics and science, and toward common standards of performance for most students grouped in a classroom are, however, fraught with difficulties. The need for the educational system to teach all students, regardless of their entry skills, is critical in a pluralistic society. A full-range of human services educators--beyond those in the schools alone, are needed to address the task of providing universal education.

The potential for building a society for world citizens should not be traded for provincial education for pursuing economic nationalism. Also, a design for a school of pedagogy must not--in its efforts to narrow the function of teaching to measurable tasks--lose sight of the immense need for content knowledge in human differences across the world's peoples or across the life span of the individual. The writers take exception with the models for education proposed by Graham and by Smith (Graham, 1983) (Smith, 1980) for their failure to address the complexity of a global society and its need for knowledge which can provide opportunity for social mobility.

Critics have also indicated a displeasure with the potential for educational research to focus on the issues of adult education, rather than on the "primary" traditional research on learning of children. (Graham, 1982) The knowledge of educators, however, of the need to reconceptualize programs for the preparation of human services personnel is widespread--if only for programs to be at state of practice, let alone state of art, levels. During the past three decades, the curriculum in the social and behavioral sciences has expanded rapidly, as the factors influencing learner success have been better identified. As early as 1978 national educational figures were speculating that by the end of the decade of the 80's, the public school educator would frequently have the doctoral degree. (Cremin, 1978) The number of postbaccaulaureate professional degree programs has increased in the past decade.

But, can the human services needs of adults in the United States, let alone the learners in the world, be overlooked in plans for change in personnel preparation programs? Are the educational, mental health, family, and health education needs of the adult any less important than those of children? Are the pre-kindergarten developmental years to be glossed over in our paradigm of schooling? How should "schooling" be differentiated from "education"? Should the human services professionals being educated in preservice and inservice programs during the 80's not be prepared <u>deliberately</u> for alternative career options in the teaching of adults in informal, as well as formal, settings? Should the educator not be expert in accessing health education, mental health services, and social work benefits for students, and should the psycho-

logist not be informed about opportunities for adults in education, business/industry--particularly in an emerging information society in which all individuals could have access to information in the home? How many specialist or generalist human services professionals will be needed in the future? Should they be focused on direct services delivery and/or on preparation of information to be electronically communicated?

These are some of the human services professions questions that characterize the 80's as "an historical epoch with aspirations, concerns, and values in search of fulfillment." (Freire, 1973) The past need not be condemned during the period of time that human services and technology delivery systems are explored. The paradigms of human services professions and their interactivity will need to "move beyond the past without repudiating it in the name of new levels of critical consciousness presently enjoyed." (Goulet, 1973)

Education as the Practice of Freedom

Change progress in past societal developments may provide useful information. What new ideologies or norms may be created or reaffirmed to build a human services education system for a world of widely differentiated peoples who may have at least minimal access to information technologies?

In his work on social change in Brazil during the 1950s and 1960s, Paulo Freire maintained that persons play a crucial role in the actualization of historical epochs. Freire wrote, "Whether or not men can per-

ceive the epochal themes and above all, how they act upon the reality within which these themes are generated will largely determine their humanization or dehumanization, their affirmation as Subjects or their reduction as objects. For only as men grasp the themes can they intervene in reality instead of remaining mere onlookers." (Freire, 1973) Freire maintained that man must rely more on rational, critical intellectual education, than on emotional function. He looked to the educator to provide the critical education necessary to keep individual autonomy through rational collective deliberation, even in a highly centralized society. (Freire, 1973)

Freire drew a parallel between the problems of the masses in Brazil as social change occured and the problems of dehumanization that often occur in a highly technical society. An excerpt follows:

> From the start of the Brazilian transition, it became essential to achieve economic development as a support for democracy, thereby ending the oppressive power of the rich over the poor.... Only an education facilitating the passage from naive to critical transivity, increasing man's ability to perceive the challenges of their time, could prepare the people to resist the emotional power of the transition.... The education our situation demanded would enable men to discuss courageously the problems of their context--and to intervene in that context; it would warn men of the dangers of the time and offer them the confidence and the strength to confront those dangers instead of surrenduring their sense of self through submission to the decisions of others....
>
> In our highly technical world, mass production as an organization of human labor is possibly one of the most potent instruments of man's massification. By requiring a man to behave mechanically, mass production domesticates him. By separating his activity from the total project, requiring no total critical attitude toward production, it dehumanizes him. By excessively narrowing a man's specialization, it constricts his horizons, making of him a passive, fearful, naive being. (Friere, 1973, p. 32)

Freire speculated that technology, while of itself not necessarily "massifying" or dehumanizing the person, could lead people toward these ends. He wrote, "...an analysis of highly technological societies usually reveals the 'domestication' of man's critical faculties by a situation in which he is massified and has only the allusion of choice." (Freire, 1973)

The extent to which Freire's work may suggest pitfalls in the planning of the human services educational delivery system in the future needs debate and careful analysis. It seems unlikely, however, that anyone would wish to question his concept of "education as the practice of freedom." (Freire, 1973)

Specifically because of the social and behavioral science knowledge gained in the past two decades regarding the inextricable relationship among the socioeconomic, peer, family, and socio/psychological aspects of human behavior, there is a need for human services providers and personnel preparation program developers to place a high value on a wholistic, whole person approach. For the individual in a highly technical society to understand and receive appropriate services from the myriad of differentiated human services, the service providers must not be so narrowly specialized as not to be able to make ready referrals. In developing countries which do not have specialized services available, the need is intense for professional personnel who are broadly educated in knowledge generic to the varied educational, psychological, welfare, health, and technological services needed by the individual and group.

The potential is well worth exploring for how to improve human services education programs to produce graduates more capable of understanding wholistic human development and learning issues in developing countries, as well as in the United States. What should the goals and objectives for a core human services education curriculum be? What should be the content and methodologies common to these professions?

Educational Implications for Social Change

Educators and human service professionals share a common vision of the good society. It is a society in which every individual has equal opportunity to develop. There is an absense of artificial barriers of class, color, and creed; freedom and dignity for the individual are not sacrificed for the sake of impersonal, economic, goals. Technology is applied to improve the lives of individuals and groups; human purposes are the goals of the technologies, and access to the knowledge and skills necessary for the uses of technology are part of the regular and planned education system through the home, the community, and schools.

Education and human services professions currently employ a major portion of the white collar managers and professionals in the developed countries. This number is forecasted to increase during this decade of service and information-oriented careers. The collective capability of this human services professions group to influence public policy is great. There is strong potential for a unified professions group to formulate in the 80's an educational ideology. In addition to employing political means, these professions can educate their clients in rights and obliga-

tions. Education, in this larger societal framework, has potential to mediate social change and opportunities among the social classes.

The role of education in developing critical intelligence is universally accepted, although not always practiced. More than anything else, people need critical intelligence to preserve freedom and openness in their society, and institutions to serve rather than to oppress.

A Human Services Focus at the University of Minnesota, Duluth

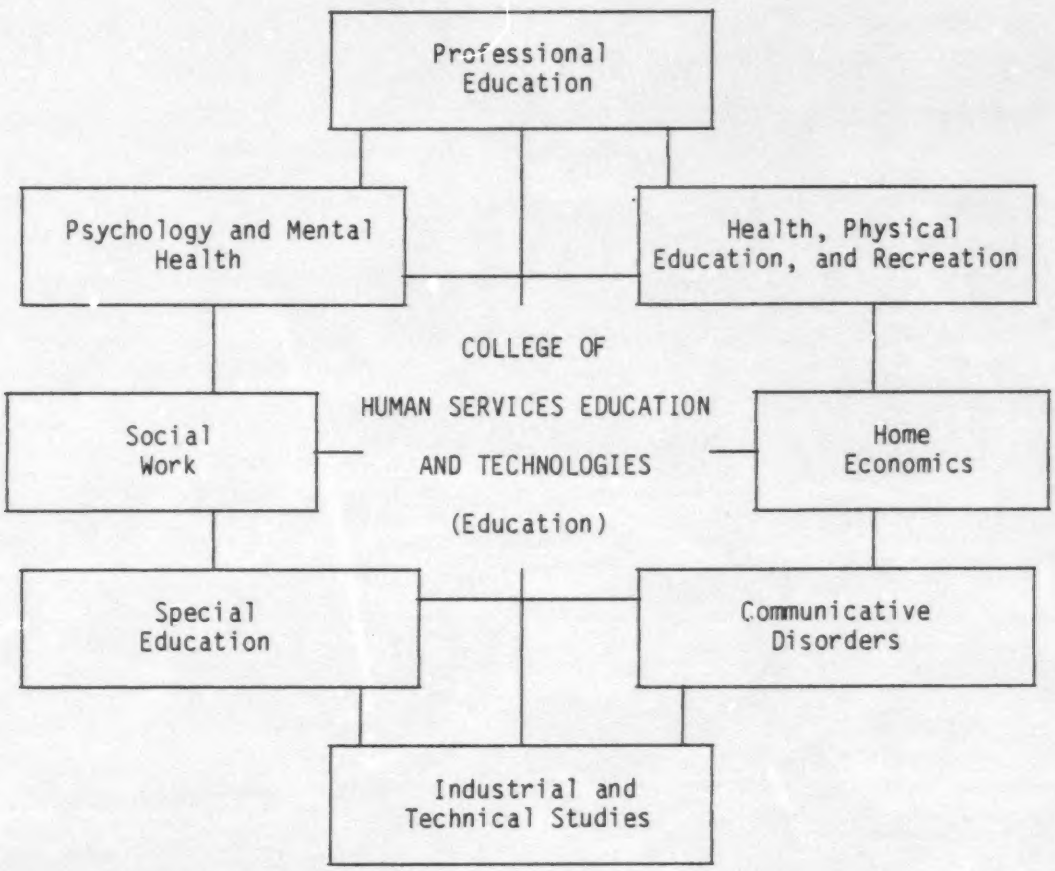
At the University of Minnesota, Duluth, in the College of Education, a human services professions orientation and a core curriculum is being developed for implementation in 1984. Although the College has had a history of interprofessions organization, it is now being reorganized to pursue specifically the wholistic preparation of human services personnel. (The unit will be renamed the College of Human Services and Technology Professions, or a similar title, in 1984)

As technology allows educational services to be delivered in the home, the nursing home, places of recreation, waiting rooms, and a myriad of community meeting places, there will be an increasing need for traditional human services preparation programs to prepare their graduates to understand, interact with, and utilize the resources of human services professions and emerging technologies.

The College of Education at the University of Minnesota, Duluth, has adopted many of the human services education concepts suggested by the Human Services Education Task force of the American Association for

Colleges of Teacher Education. The human services education model proposed clearly will require entry level professionals to have more than a four-year baccalaureate degree. A major implication of the provision of effective human resource development personnel will be the societal need to fund this effort and to research its effects. It is anticipated by the writers that the major transformation of the human services education system will be accomplished during the decade of the 80's.

The human services professions organized collegially at the University of Minnesota, Duluth, are diagrammed below:



A Human Services Education Professional Core Curriculum

The core curriculum components described below have been designed to provide the knowledge base, the skills, and the generic attitudes and values necessary to any human services education professional. These ideas are under further study and development by a Human Services Core Curriculum Task Force of the College of Education at the University of Minnesota, Duluth. General categories, rather than an exhaustive set of objectives, are provided within the scope of this paper.

A. Human Development and Health

A broad, multidisciplinary perspective on life-span development, focusing on the changing needs and capabilities of the human organism, and how it is influenced by the different environments in which it exists--the family, neighborhood, school, community, peer group, mass communication, and society at large, along with the interrelationships among these environments; analysis of physical and mental health wellness programs; consideration of health risk appraisal programs.

B. Human Services Education Systems

A systematic accounting for the historical and current context of the status of the widely ranging agencies and institutions involved in formal and informal education, information dissemination, and other educational services in society; systems philosophy, organization, social policies, modes of operation, and impact on human development.

C. Teaching/Learning Processes and Computer Applications

A comprehensive analysis and demonstration of the process by which people of differing age levels and other characteristics learn about facets of the world in which they live; formal and informal modes of learning in diverse settings; emphasis on the appropriate applications of computer technologies to learning; analysis of current and future technologies in learning; varied models of teaching and their applicability to different learners' needs. (Specific professional competencies for service to narrowed populations of learners are part of specialized program requirements beyond the core requirements.)

D. Curriculum Resource

Sources of curricular materials; organizing principles for designing a curriculum for particular learner needs; match between the curriculum and the needs of groups and organizational settings.

E. Social Change Processes and Technologies

The impact of new technologies on social institutions; short-term social problems of cultural lag; long-range structural changes need for human adaptation to new conditions of living; effective uses of computer technologies and social science technologies for promoting human potentials.

F. Futures Planning in Human Services Education

Analysis of social trends and data; forecasting the future through examination of existing and past social trends; design of alternative futures supportive of improved quality of life; alternatives for preservation of human values in a technological and information society; national and global society implications of choices made in the planning of social systems, such as human services education.

G. Social and Behavioral Sciences Methodologies and Content

Application of scientific methods, research tools, data gathering, data analysis in provision of social services; analysis of bodies of research on evaluation of social science practices; analysis of the bodies of knowledge of anthropology, sociology, psychology, political science, and education.

The categories above are not meant to be a blueprint for a curriculum, but as a foundation from which further specialized training will follow. Both graduate and undergraduate human services educators will need a common core of professional experiences to be able to extend their expertise to larger segments of society. The professional core sequence of study will also be interwoven with an increased set of requirements in liberal education. The task of completing the design of a model human services education curriculum and organizational structure provides the level of challenge to make the 80's a decade of anticipation.

Summary and Conclusions

With increase in the need for education for individuals to function effectively in an information society, the pressure for existing human services providers to accept additional responsibilities to educate more of their clients has been recognized. However, existing professionals in education, allied health, mental health, and social work have not conceived their task to be that of providing both formal and informal education and services. A much broader view of education beyond schooling and social services is needed. A new paradigm of education delivery and personnel preparation needs to be developed. The effort requires collaboration among human services professionals. This paper advocates at least partial integration of the highly specialized human services professions, with emphasis on a core professional personnel preparation curriculum and professional university organizational union of these professions which have shared goals.

University programs of professional preparation in these fields need to lead the way for change. Cooperation in the development of a human services education core curriculum and university reorganization of academic structures must be initiated by educators with systems perspectives on the spectrum of societal educational services delivery.

While cooperation from law and medicine looks difficult at this time, the other listed human services education professions and their subcomponents have begun to cooperate in institutions such as the Uni-

versity of Minnesota, Duluth. Human services providers and educators have shared some common ideologies, and knowledge bases for these professions have generic characteristics. New organizational structures of professional preparation, core professional curricula, and purposes for preparing professionals to serve the needs of citizens in the emerging world society is needed. This paper has described a model for a college of human services education and technologies.

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